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ABSTRACT

This document is the first-grade component of a K-eighth grade program on crime resistance. Major objectives of the program are to help teachers develop and implement a curriculum which promotes and maintains positive student attitudes and behavior, assists students in meeting their responsibilities, and helps students insure their own and other people's safety and welfare. Specific objectives of this component are to help first-grade students compare their feelings with other people's feelings, be responsible, seek positive solutions to conflict, learn the necessity for rules, emphasize safety, deal with strangers, understand the concept of authority, become familiar with the use of the telephone in emergency situations, and understand simple and safe home security measures. Activities suggested to reinforce these objectives include making lists of positive and negative feelings, role-playing different feelings, discussing concepts such as responsibility and conflict, analyzing common conflicts and consequences, creating home and school responsibility charts, playing educational games, developing a set of rules for the classroom, singing songs based on safety, reciting and analyzing a poem about police officers, thinking critically about wise and unwise actions in situations involving strangers, learning safety rhymes, and dramatizing stories emphasizing safety measures ("Goldilocks and the Three Bears," and "Little Red Riding Hood," for example). For each activity, information is presented on objectives, materials, procedures, teacher background, and reinforcement questions. Student worksheets are provided wherever necessary and blank spaces for teacher's notes are included at the end of each activity. The unit concludes with a student reading list, a resource directory, and a glossary of terms. (DB)

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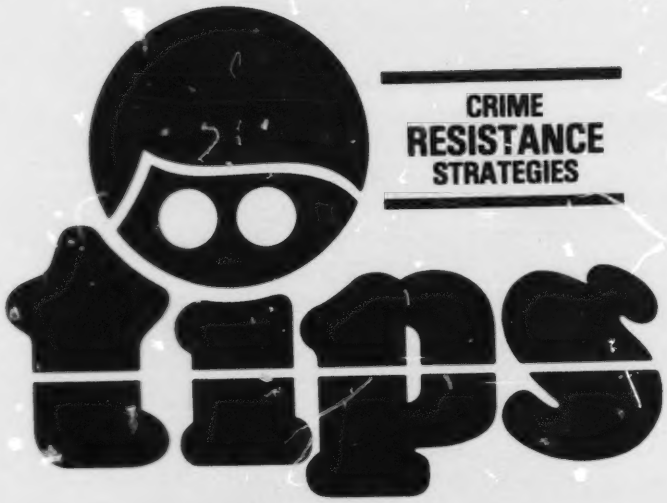


# Teaching Individuals Protective Strategies
# Teaching Individuals Positive Solutions

**1979**
**Charlottesville, Virginia**

SO 013 449

This curriculum guide was developed and produced by a team of educators from the Charlottesville City and Albemarle County School Systems. The project was federally funded and administered through the Virginia Department of Education.

## ACKNOWLEDGMENTS

To develop a Crime Resistance curriculum requires more than usual dependence upon colleagues and friends. Crime Resistance is more than a name, topic, or label. Crime Resistance through education is a concept promulgated by Mr. Clarence M. Kelley, former Director of the Federal Bureau of Investigation. The concept embellishes the notion that a safer and more secure society will result when all its citizens more nearly meet their individual and societal responsibilities as expected in a free democratic society.

Mr. Kelley presented the concept to the Honorable Mills E. Godwin, Jr., former Governor of Virginia, who immediately perceived the potential and through Dr. W. E. Campbell, Superintendent of Public Instruction for the State of Virginia, initiated a Title IV-C funded program envisioned as having nationwide applicability. Dr. Campbell invited Dr. William J. Ellena and Dr. Clarence S. McClure, Superintendents respectively of the Charlottesville City and Albermarle County Schools, to develop and pilot such a program.

From the initial stages the project received the complete support and cooperation from all these gentlemen and various members of their staffs. Their assistance and encouragement have been constant and reassuring.

Special credit for research and writing should go to the project staff facilitators -- Mrs. Martha Bass, Mrs. Loreli Damron, Mrs. Joyce Page Brandt, Mr. Beauregard Payne, and Mrs. Manie Phillips. They have spent endless hours in curriculum development as well as going from school to school working with staff and students.

Chief John deKoven Bowen of the Charlottesville Police Department, Sheriff George Bailey of Albemarle County, and special FBI agents Frank Washburg and Anthony Rider have lent substantial encouragement and assistance. They and their staffs have spent many hours advising and serving as program resources.

Gratitude is expressed also to teachers and administrators who helped develop and field test the curriculum. Their countless suggestions and recommendations resulted in a high quality product.

A final word of thanks for a fine job done by Mrs. Kathie Morris for editing and proofreading and by Bob Sommers for layout and graphics. An expression of appreciation also goes to Mrs. Ellen Pitts, project secretary and typist. Without her efficiency, patience, and outstanding skills this work would not have been possible.

**Scott Hamrick, Supervisor**
**TIPS Program**

## FOREWORD

TIPS is a kindergarten through high school program designed by and for educators.

The goals of the program are to:
- promote and maintain positive student attitudes and behavior
- assist students in meeting their responsibilities to help insure the safety and welfare of self and others.

It has been substantiated through numerous reports and juvenile crime statistics that attitudes of many youths toward rules, laws, authority and conflict settlement become more negative as youths grow older. These concepts are explored in an effort to improve interpersonal relationships, reduce criminal and quasi-criminal behavior and promote citizenship responsibilities. Safety measures are emphasized, alerting students at each grade level to their vulnerability to specific crimes and teaching preventive and protective measures.

The TIPS Program offers the classroom teacher a systematic and continuous plan for reaching the goals stated above. The Program is developmental in that it includes specific and complete grade level teacher plans and strategies. For economy and convenience, few materials are necessary. Other than the teacher's lesson booklet no other materials are needed. Student activity pages are included in the teacher booklet and may be reproduced. Films and other audio-visual materials are suggested and recommended.

Because of the format and content, all lessons can be effectively taught with minimum teacher preparation time. Any teacher who views this as a significant and highly interesting course of study will naturally give more time and effort to its implementation.

Finally, the authors hold no grandiose illusions that this course of study will cause all students to become crime resistant and more responsible as citizens. What the authors do believe is that a more concerted and continuous effort must be made to insure today's youth an opportunity to live happily and safely in a democratic society. If, through these efforts, others come to the same conclusion, then through cooperative efforts, today's adult generation will leave an everlasting legacy which will insure the high ideals of a democratic nation.

# PROGRAM OVERVIEW

CRIME RESISTANCE STRATEGIES

tips

## K

- examining personal feelings and those of others
- introducing the concept of responsibility
- seeking positive solutions to conflict
- emphasizing safety rules and the police officer as a helper
- dealing with strangers
- learning names and addresses
- learning what to do when lost

## 1

- comparing feelings with those of others
- being responsible
- seeking positive solutions to conflict
- learning the necessity for rules
- emphasizing safety
- introducing the concept of authority
- dealing with strangers
- instructing in the emergency use of the telephone
- introducing simple and safe home security measures

## 2

- comparing feelings and emotions
- investigating causes of feelings and emotions
- learning varying job responsibilities
- investigating cause and consequence of conflict
- investigating the necessity of rules and the concept of authority
- learning the duties of a police officer
- dealing with strangers
- learning descriptive details
- using the telephone for safety
- extending the knowledge of home security methods

## 3

- examining attitudes and values
- expressing and comparing values
- developing a desire to be responsible
- explaining positive solutions to conflict
- understanding necessity for rules and laws
- extending the concept of authority
- explaining safety procedures in dealing with strangers
- learning safe reporting methods
- identifying personal and home property
- reviewing bicycle safety

## 4

- relating values and attitudes
- exploring how people and things influence attitudes and values
- extending concept of authority
- explaining laws and their functions
- learning the hierarchy of authority
- developing an understanding for the need for authority
- introducing "crime resistance," "victim" and "vulnerability"
- reporting crimes and suspicious behavior
- learning places in which students are vulnerable
- solving conflict positively

## 5

- comparing attitudes and values
- ranking values
- understanding consequences of personal actions
- understanding that conflict is inevitable and seeking non-violent solutions
- making and applying rules and laws
- exploring authority and authority figures
- reviewing stranger danger
- learning a citizen's responsibility for reporting crime

## 6

- learning that rules and laws are based on values and needs
- accepting the necessity of rules, laws and authority
- identifying attitudes toward authority
- learning positive solutions to conflict
- testing effective settlement of conflict
- examining the seriousness and prevalence of crime

## 7

- defining victim and vulnerability
- explaining the effect of victimization
- dealing with strangers
- protecting against consumer dangers
- introducing "victimless crimes"
- reviewing home security measures
- learning babysitting skills
- identifying signs of child abuse and neglect
- examining peer pressure
- differentiating between a prank and a crime
- identifying vulnerability to crime in school

## 8

- accepting responsibility to report crime
- understanding role of law enforcement in resisting crime
- learning responsibility of a witness
- learning the process of juvenile justice
- investigating society's responsibilities to its members
- considering the concept of "unwritten rights"
- exploring possibility of a police state

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# To The Teacher:
## Use of the Packet

Each packet is divided into major units. At the beginning of each unit a statment of PURPOSE is presented to clarify the central message that should be emphasized in the lessons. Learning OBJECTIVES are also presented to identify the knowledge and skills that the student should obtain from the unit.

To reach the stated objectives, the activities appearing in capital letters on the first page of each unit are recommended. It is important for the teacher to read through all recommended activities prior to implementation so the full scope and relationship of the activities are understood. Student worksheets, provided at the end of each unit, may be duplicated for distribution. Whenever there is a worksheet, it will be shown in reduced form in the teacher's section with instructions for its use and answers inserted when applicable. It is essential that discussion material included in the teacher section be shared with students.

Activities on the unit page listed below those in capital letters are follow-up and meant to reinforce and augment objectives. Teachers are encouraged to review all follow-up activities prior to implementation and select those that seem most appropriate. Student worksheets are presented in the same way as in recommended activities.

In the back of the packet, a student reading list, a list of suggested films and filmstrips with accompanying discussion questions, and a glossary of terms used in the TIPS program are provided.

- this symbol denotes additional suggestions to teachers.

# UNIT I

## Understanding Self and Others

### PURPOSE:

Criminal and quasi-criminal acts are prevalent in society. Although most young students are rarely involved in criminal activity, all are potential victims and law-breakers. When attitudes and feelings toward rules, laws, authority, conflict resolution and citizenship responsibilities develop negatively, the results are likely to be more misbehavior, criminal activity, and victimization.

In Unit I, better conduct and more responsible behavior are encouraged through examination of feelings (attitudes/values) of self and others. Emphasis is placed on the individual's responsibility for personal behavior.

### OBJECTIVES:

- The student will be able to recognize that people's feelings differ.
- The student will be able to understand the concept of a "responsible" person.
- The student will be able to identify situations which may cause conflict.

PROGRAM INTRODUCTION**

FEELINGS
THE ONE I LIKE MOST (decision making)
BEING LAUGHED AT HURTS (listening)
Everyone is Different (following directions)
Spin for Feelings (expression)
Boiling Point (expression)

RESPONSIBILITY
RESPONSIBILITY PROBE (inquiry)
Home Responsibilities (letter, chart, discussion)**
Being Held Responsible (inquiry

CONFLICT
HOW SHOULD WE ACT? (role playing)
WHY DO THINGS HAPPEN TO YOU? (inquiry)
Conflict Wheel (role playing)
How Was Your Day? (evaluating)*

*STUDENT WORKSHEET PROVIDED

# Program Introduction

## INTRODUCING TIPS
(STUDENT WORKSHEET Page 13)

*Purpose: To introduce the TIPS Program to students and parents*

TIPPY is a friend who reminds students of the protective measures they will be learning. **Have students become acquainted with TIPPY by:**

- duplicating the worksheet and providing each student with a picture. Color, cut out, and make TIPPY into a puppet by mounting on a popsicle stick.

and/or

- enlarging and making a classroom-size poster.

## DISCUSS:

1. What is a tip?
   - a tip can be money paid to someone
   - a tip can be the point of a pencil
   - a tip can be something told to someone to help

TIP: a hint told to someone to help them

2. What kinds of "tips" will we be learning this year?
   - tips about doing jobs
   - tips about good ways to show anger
   - tips about rules in school and at home
   - tips about using the telephone in an emergency
   - tips about dealing with strangers

3. Why do you think our friend is called TIPPY?

**Duplicate the Parent Letter for students to share with family.**
(STUDENT WORKSHEET Page 14)

Dear Parents:

During the next few weeks we will be using the TIPS Program in our class. This program will help students learn about safety and protection. It also teaches students to better understand themselves and others. The program promotes better citizenship and encourages greater responsibility.

Specifically, in the first grade, we will be:

- comparing different feelings people have,
- accepting responsibility,
- discussing ways to solve problems,
- learning why rules are necessary,
- learning safety tips,
- discussing authority,
- learning how to deal with strangers,
- learning emergency uses of the telephone, and
- introducing simple and safe security measures.

We believe that home/school cooperation in this subject matter is vitally important. Many of you have already discussed these topics with your children, and we hope this program will reinforce your teaching. Please encourage your child to discuss with you the things being learned in the TIPS Program.

Feel free to contact me if you have questions.

Thank you.

Sincerely yours,

tips

Teacher may choose to have this letter put on school stationery and duplicated.

# FEELINGS

## THE ONE I LIKE THE MOST

*Purpose: To demonstrate different feelings students have about people, places and situations*

**Choose situations from those listed below. Write the beginning of each situation on the board or a piece of tagboard. Below each situation, write the options.**

Example

| |
|---|
| The place I like most to be is: |
| Home _____ |
| School _____ |
| Church _____ |

**Read the beginnings of each situation along with the options. Allow each student to tape a colored square of paper after the option which he/she chooses. After all students have had a turn, have class count the squares to see which option was the most or least popular.** Be sure to emphasize there are no right or wrong answers and that all answers are right and important to those who answered as they did.

Situations

- I think the worst thing to do is to: lie, steal, copy someone's work.
- The most important thing in school is to: share, take turns, clean up.
- The thing that makes me most angry is: getting spanked, someone saying I did something when I didn't, someone breaking one of my toys.
- My favorite community helper is: the police officer, the fire fighter, the mail carrier.
- You can have the most fun: in the yard, on the playground, in the park.
- The most dangerous thing to do on the bus is to: stand up, hang out the window, run in the aisle.
- The most important job in our school is: being a teacher, being a principal, being a bus driver.
- The best pet to have is: a goldfish, a hamster, a turtle.
- It's more fun to go with my parents to: the grocery store, the clothing store, the laundromat.
- The greatest sport is: baseball, football, basketball.

## BEING LAUGHED AT HURTS

*Purpose: To emphasize the importance of being considerate of the feelings of others*

**Read the following story to your class. Stop at the end of each part and ask, "How did Peter feel in this part of the story?" Accept all answers.**

"Poor Peter"

Part 1

Once upon a time there was a little boy named Peter. Peter's teacher taught the class all about snowflakes. She showed the class how to make snowflakes out of paper. Peter was in such a hurry to get started that he didn't listen very well. Peter wanted to make the biggest and best snowflake in the room.

How did Peter feel in this part of the story? (in a hurry)

Part 2
Peter folded the paper and cut very fast. He felt proud of himself because he was going faster than anyone else. But ... when he opened it ... it was SQUARE!

How did Peter feel in this part of the story? ( proud and surprised)

Part 3
Sally said, "Look! Peter made a square snowflake," and she giggled.

How did Peter feel? (foolish)

Part 4
Peter took a new piece of paper, and this time he tried to cut very carefully, but he felt very nervous because he hadn't done it right the first time. This time he wanted to be sure that he made a **good** snowflake. But ... when he opened up his snowflake... it was round! Not like a snowflake at all!

How did Peter feel in this part of the story? (disappointed)

Part 5
"Is that snowflake for real?" squealed Neal. Everyone in the class laughed and laughed at Peter. His cheeks got red, and his nose got red, and even the tips of his ears got red.

How did Peter feel in this part of the story? (embarrassed)

Part 6
"I'll never learn how to make a good snowflake," he thought. "Never, never, NEVER."

How did Peter feel? (discouraged)

# DISCUSS:

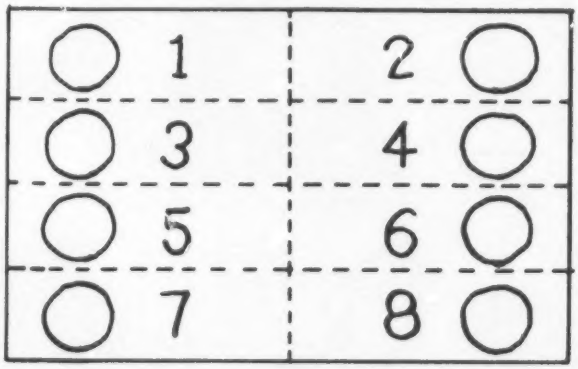
1. What happened that made Peter's feelings change from good to bad?
2. Have you ever made a mistake and then were laughed at? How did you feel?
3. What could Peter have done to prevent his mistake?
4. What should you do if a classmate makes a mistake?

Adapted: Becoming Aware: A Human Relations Curriculum Guide of Lesson Plans and Activities for Kindergarten through Grade Six (Charlottesville, Virginia: 1971), p. 18-19.

## Everyone is Different

*Purpose: To emphasize that people are different and have different feelings*

**Distribute crayons and plain sheets of paper to students. Have them fold the paper in half three times (this will make eight boxes). Unfold the paper and have students draw a circle in each box and number them 1 through 8 as shown below.**




**Read the following directions to the students.** If the color is white, leave the circle blank.

Put the prettiest color in Circle 1.
Put the color of your skin in Circle 2.
Put the best color for a car in Circle 3.
Put the color of your hair in Circle 4.
Put the color of your eyes in Circle 5.
Put the ugliest color in Circle 6.
Put the color of the Kool-Aid you like best in Circle 7.
Put the color of your favorite lollipop in Circle 8.

**Have the students compare and contrast their colored circles.** Stress that everyone has different likes and dislikes, but no one should be ashamed of being different.

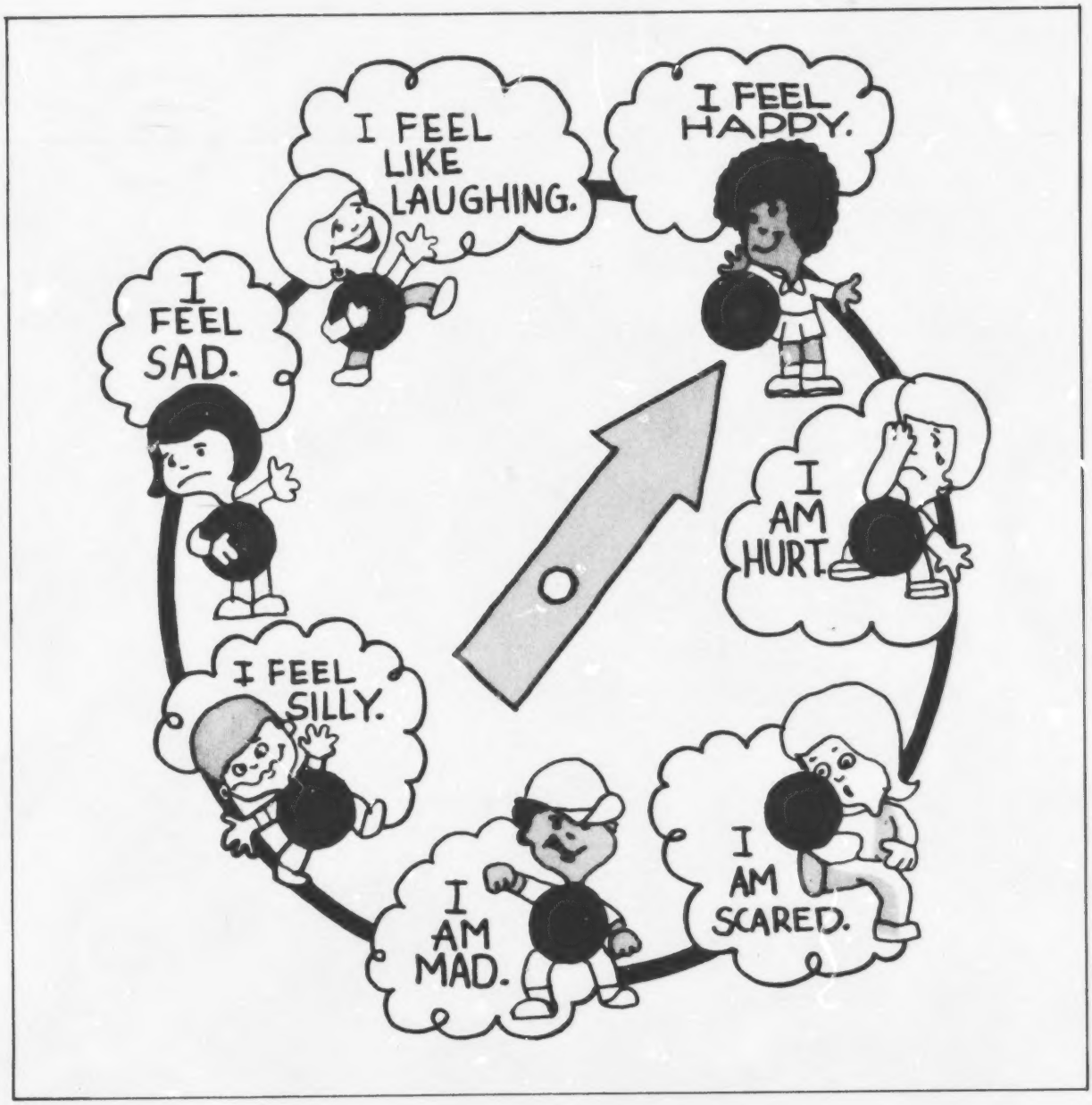
## Spin for Feelings

*Purpose: To allow students to express feelings*

**Draw a large circle on a piece of tagboard. Cut out an arrow and attach it with a brad so students can spin the arrow. Print different emotions on the circle as shown below.**

**Students take turns spinning the arrow and showing by facial expression the emotion to which it points. The student then tells in a complete sentence what could be the reason for this emotion,** e.g. I am scared when I see a snake. Encourage students to give different reasons than their classmates.

A mirror may also be used for the students to see their facial expressions.



## Boiling Point

*Purpose: To compare the different feelings students have when confronted with different situations*

**Make a large classroom thermometer as shown below.**

**Demonstrate to the class how the thermometer works by moving the red strip up and down.** Explain that when the red strip is high it means you are very angry. When the red strip is low you're not angry.

e.g. Ask your students how they feel if the principal comes into the class. If it does not bother them show them where the red would be. If it upsets or angers them show them how to move the strip up.

**Read the following situations and have different students adjust the red strip to indicate their feelings.**

- when someone calls you a name
- when someone says you did something you didn't do
- when someone asks if they could borrow a toy
- when you win a race
- when someone does not share a game with you
- when someone keeps talking when you are trying to listen to a story
- when you are asked to a friend's birthday party
- when someone does not put the toys back where they belong
- when someone leaves the bathroom a mess
- when someone shares their snack with you
- when someone breaks one of your toys
- when your parent punishes you
- when you get to wear new shoes to school
- when you are first in line

(any other situations which your class encounters)

**Follow this with a discussion of how students' reactions were alike and how they were different.**

# RESPONSIBILITY

## RESPONSIBILITY PROBE

*Purpose: To understand concepts of responsibility and being a responsible person*

## DISCUSS:

1. What does the word "responsible" mean?
   RESPONSIBLE: carrying out a job or doing what you are expected to do
2. If someone said, "You are a very responsible person", what does this mean?
   - You are someone who can be trusted; you will do your best; you do a good job when you're in charge of something
3. What types of responsibilities can we have at school?
   - cleaning tables, chalkboards, game area, lockers, passing out paper, pencils, crayons, etc.

Make a responsibilities' or helpers' chart for your room. Write the responsibilities your students expressed on it and assign various tasks to students. Rotate the tasks each week so that everyone gets a job or changes jobs. If students carry out these responsibilities in the time designated, reward them with a badge that says, "I am a responsible person."

4. What should happen if a responsibility is not met?

**Read the following situations to your students.**

Betty was painting at the easel. She used the red paint to make tulips. As she dipped her brush into the paint jar, she knocked it over. Quickly, she picked it up. Then she went to get a sponge to clean up the paint that had spilled. Her friend, Nancy, saw what had happened and came to help her.

Tom's job in the classroom was to make sure all of the tops were on the paint jars and the jars were removed from the table after art time. It was Friday, and everyone was in a hurry to get home for the weekend. The bell rang at the end of art time, and everyone started getting ready to get on the bus to go home. Tom ran from the room to catch up with his buddies without replacing the tops and putting away the paint.

## DISCUSS:

1. Was Betty being a responsible person? Why?
   - Yes, because she cleaned up the paint.
   Was Tom being a responsible person? Why?
   - No, because he didn't make sure all the tops were on the paint jars.
2. What if Betty had left the paint for someone else to clean up?
   - Someone might slip and fall.
   Would it make a difference if Tom left the tops off until Monday?
   - The paint would dry up.
3. What should happen to people who do not carry out their responsibilities?

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## Home Responsibilities

(STUDENT WORKSHEETS Pages 15-16)

*Purpose: To emphasize the importance of accepting and meeting responsibilities*

## DISCUSS:

1. What duties or chores do students have at home?
2. What happens if they fail to carry out responsibilities?
3. What responsibilities do other family members have at home?
4. What would be some problems if family members did not meet responsibilities?

**Staple together the Parent Letter and Home Responsibility Chart and distribute to students. Have students draw a picture in the box to make it more personal. Have them sign their names. Encourage students to share the letter with parents.**

**Send letter and responsibility chart home and ask students to return the chart after one week. When students return charts, discuss the different responsibilities and how students carried them out.**

Dear Parents,

At school we shall be concentrating on the concept of responsibility. Because we believe that the project will be more effective with your cooperation, we are hoping you will emphasize the importance of assuming responsibility at home.

If you have not already done so, perhaps you and your child can decide on some suitable tasks which can be accomplished entirely by the child e.g. feed the family pet, straighten room, etc.

We are enclosing a chart which we would like you and your child to use at home. Help your child fill in the particular chores for which he is responsible. Check them each day as tasks are completed. Please sign and return to your child's teacher at the end of a week.

Thank you very much for your cooperation.

Sincerely yours,

_____

I know what this letter is about. I would like you to help me.

_____

Student's signature

tips

# Home Responsibility Chart

tips

| DAYS OF THE WEEK | DUTY 1 DESCRIBE: | DUTY 2 DESCRIBE: | DUTY 3 DESCRIBE: |
|---|---|---|---|
| SUNDAY | | | |
| MONDAY | | | |
| TUESDAY | | | |
| WEDNESDAY | | | |
| THURSDAY | | | |
| FRIDAY | | | |
| SATURDAY | | | |

STUDENT'S SIGNATURE _____ PARENT'S SIGNATURE _____

## Being Held Responsible

*Purpose: To reinforce the concept of responsibility*

# DISCUSS:

1. Do you have a pet at home?
2. What kind do you have?
3. What must you do to care for it?
   - feed it, bathe it, change its water, etc.
4. Do your parents hold you "responsible" for its care? (Explain that being "held responsible" means that if the job is not done, you are to blame for what happens and may not be trusted with that job again.)

**Read:**

**"Stevie's Pets"**

Stevie really wanted a pet. He was only five years old, and his mother thought he was not old enough to be responsible for a pet.

But Stevie begged and begged until finally Mother let him buy a goldfish. When they brought the fish home, Mother said, "Now, Stevie, this is **your** pet. You must remember to feed it. Above all, you must keep Mrs. Brown's cat out of your room because cats eat goldfish."

"I'll remember, honest," promised Stevie.

And for about a week, he did. **But** one day he left his window open. **And** when he came home, Mrs. Brown's cat was in his room licking its paws. There was no goldfish swimming around. Stevie ran to Mother and cried and cried, but this did not bring back the goldfish. It was inside the CAT.

Stevie said nothing about a pet for nearly a month for he knew he had not done as Mother had said.

Finally one day he said, "Mother, **please**, may I have another pet? I really will take care of it."

"Not now Stevie," said Mother, "You'll have to wait until you are older and can take care of a pet. Maybe by your birthday we'll think about it."

So he had to be content with this.

Months rolled by and it was nearly time for Stevie's sixth birthday.

"Mother", begged Stevie, "please may I have another pet as a birthday present?"

"All right, Stevie," said Mother. "Mrs. Brown's cat had kittens, and she is giving them away. But remember you must give it food and water, change its litterbox and see that it does not get into the street."

"I will, I will," shouted Stevie.

Stevie selected a beautiful little striped kitten and named it Tiger.

He fed him and gave him water, and brushed and loved him. But one day, it was GONE! What could have happened to Tiger? He had been in the yard. Did he run away? Did someone "catnap" him? No one knew.

Stevie told Mother, "Mother, I really took care of him. What happened?"

"I know you did a responsible job taking care of him, Stevie," said Mother. "Maybe if you go around the neighborhood and ask, you will find him."

Stevie went all around the block hunting and asking. No Tiger! Although he was very tired and hungry, he thought Tiger might be tired, hungry and frightened so he went around another block. Just as he was about to give up he heard a little meow. There in the bushes was Tiger with his collar caught in a twig. Stevie freed him, took him in his arms and hurried home.

"Mother, Mother, I found him, I found him. He was caught on a bush by his collar."

"How wonderful that you found him! Just think you have him back because you kept on hunting. You really are a **Responsible Boy.**"

# DISCUSS:

1. What was the first pet that Stevie was held responsible for?
   - goldfish
2. Who held him responsible?
   - Mother
3. Did Stevie live up to his responsibility?
   - no
4. When Stevie did not live up to his responsibility, what did Mother do?
   - She would not let him have a pet again for a long time.
5. What was the second pet?
   - kitten
6. Did Stevie live up to his responsibility?
   - yes
7. Why did Mother say he was a responsible boy?
   - Because he kept looking.

Invite a representative from the local SPCA (Society for the Prevention of Cruelty to Animals) to discuss with your class the responsibilities of a pet owner.

# CONFLICT

## HOW SHOULD WE ACT?

*Purpose: To promote the attitude of accepting responsibility for one's own behavior and to explore some positive solutions to conflict*

**Using puppets, allow students to role play the following situations and show a good way and a bad way to solve the problem. Follow up each situation with discussion questions.**

- Three children want to be first in line.
- Two children want the same crayon.
- There are not enough scissors for all to use at the same time.
- Four children want to play a game that only two can play at the same time.
- Several children need help from the teacher at the same time.
- There are only six swings on the playground but seven children wish to swing.
- Four children wish to play in the sand at the same time.

## DISCUSS:

1. What happened in this situation?
2. Who was responsible for what happened?
3. Which ending did you like best? Why?
4. Can you think of a better way to end this story?

To make paper bag puppets divide your students into small groups. Give each group a large grocery bag, a smaller bag, some newspaper and a roll from paper towels. Show students how to crumple the newspaper to stuff the bags. The larger bag should be the body and the smaller bag the head. The paper towel roll is stuck into the body and into the head with the bag openings meeting and being taped or tied to the roll. This will make the head stiff. Facial features, arms and legs may be made from construction paper and glued in place on the bags.

## WHY DO THINGS HAPPEN TO YOU?

*Purpose: To show that responsible behavior often promotes positive consequences and irresponsible behavior often promotes negative consequences*

## DISCUSS:

What are some good things that have happened to you? (e.g. won a prize, received a good grade, etc.)

Use the questions below for follow-up discussion.

1. Why did this happen? (show cause and effect)
2. Were you responsible for it happening?
3. How did it make you feel?
4. What were some results? (e.g. was permitted to go to the movie for receiving a good grade)

What are some bad things that have happened to you? (e.g. someone yelled at me, fell off my bike, etc.)

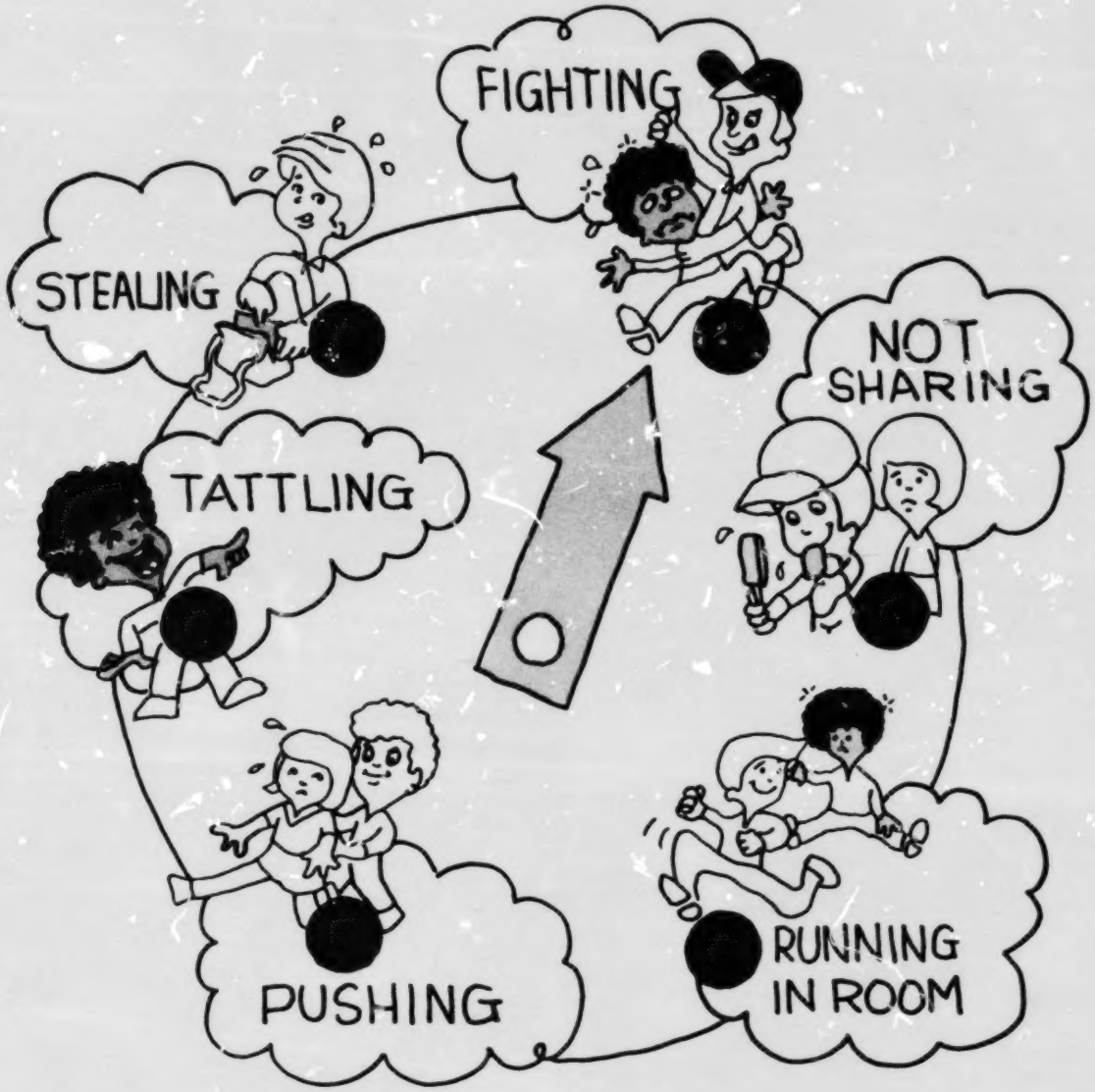
Use the questions below for follow-up discussion.

1. Why did this happen? (show cause and effect)
2. Were you responsible for it happening?
3. How could you have prevented it?
4. What will you do the next time to keep it from happening?
5. What were some results? (e.g. running and falling in the hall caused a skinned knee)

## Conflict Wheel

*Purpose: To allow students to discuss common conflicts and consequences*

**Draw a large circle on a piece of tagboard. Cut an arrow out and use a brad to attach it to the middle of the circle. Print different conflicts around the circle as shown below or use pictures if vocabulary is too difficult.**




**Allow students to take turns spinning the arrow. When the arrow points to a conflict, the student should dramatize it, asking for help from other students if necessary. The group should discuss the consequences.** e.g. If someone pushes, what might be the consequences for the one who pushed and the one who was pushed? If someone was running in the room, what might be some consequences?

## How Was Your Day?

(STUDENT WORKSHEET Page 17)

*Purpose: To give students an opportunity to evaluate their own behavior*

**Give students a sheet of paper. On one side have them draw a happy face and on the reverse side a sad face. Say to the class, "When I say something that is good, hold up your happy face. When I say something bad, hold up your sad face."**

- pushing in line
- stealing
- walking quietly
- taking turns
- sharing
- grabbing from others
- saying "I'm sorry."
- saying "I hate you."
- throwing paper on the floor
- cleaning up
- etc.

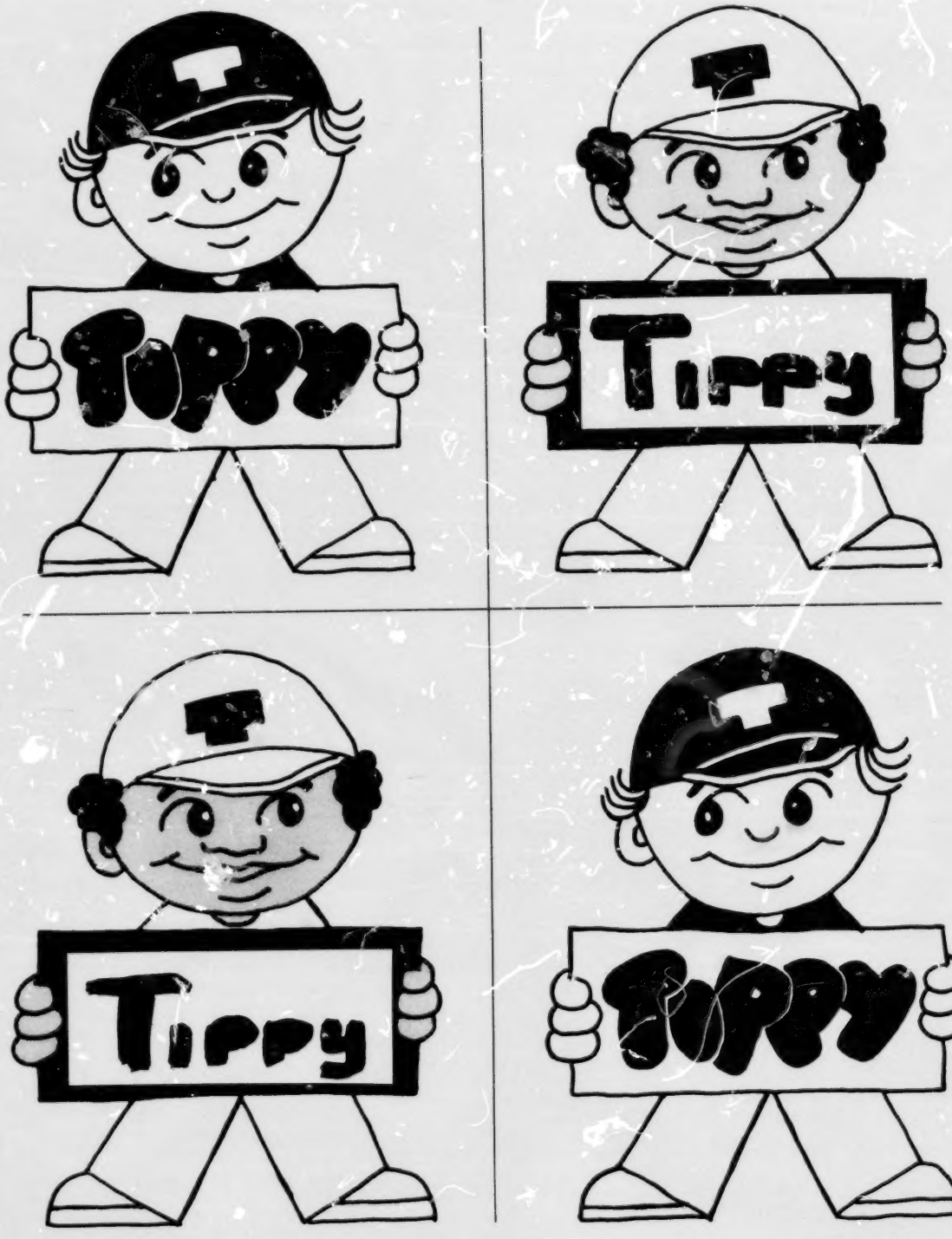
**How Was Your Day?**

| | I did not fight or argue | I shared things | I did not run in the hall or room | I helped clean up | I did not push in line |
|---|---|---|---|---|---|
| | | | | | |
| Monday | | | | | |
| Tuesday | | | | | |
| Wednesday | | | | | |
| Thursday | | | | | |
| Friday | | | | | |

Name: _____

**Duplicate a worksheet for each student and place student's name on it. At the end of each day, distribute worksheets, and as a class have students draw a happy face in the appropriate place if they followed the rule. Draw a sad face if they did not follow the rule.**

# INTRODUCING TIPS




STUDENT WORKSHEET

Dear Parents:

During the next few weeks we will be using the TIPS Program in our class. This program will help students learn about safety and protection. It also teaches students to better understand themselves and others. The program promotes better citizenship and encourages greater responsibility.

Specifically, in the first grade, we will be:

- comparing different feelings people have,
- accepting responsibility,
- discussing ways to solve problems,
- learning why rules are necessary,
- learning safety tips,
- discussing authority,
- learning how to deal with strangers,
- learning emergency uses of the telephone, and
- introducing simple and safe security measures.

We believe that home/school cooperation in this subject matter is vitally important. Many of you have already discussed these topics with your children, and we hope this program will reinforce your teaching. Please encourage your child to discuss with you the things being learned in the TIPS Program.

Feel free to contact me if you have questions.

Thank you.

CRIME RESISTANCE STRATEGIES
tips

Sincerely yours,

Dear Parents,

At school we shall be concentrating on the concept of responsibility. Because we believe that the project will be more effective with your cooperation, we are hoping you will emphasize the importance of assuming responsibility at home.

If you have not already done so, perhaps you and your child can decide on some suitable tasks which can be accomplished entirely by the child- e.g. feed the family pet, straighten room, etc.

We are enclosing a chart which we would like you and your child to use at home. Help your child fill in the particular chores for which he is responsible. Check them each day as tasks are completed. Please sign and return to your child's teacher at the end of a week.

Thank you very much for your cooperation.

Sincerely yours,

_____

I know what this letter is about. I would like you to help me.

_____

Student's signature

CRIME RESISTANCE STRATEGIES

tips

# Home Responsibility Chart

| DAYS OF THE WEEK | DUTY 1<br>DESCRIBE: | DUTY 2<br>DESCRIBE. | DUTY 3<br>DESCRIBE: |
|---|---|---|---|
| SUNDAY | | | |
| MONDAY | | | |
| TUESDAY | | | |
| WEDNESDAY | | | |
| THURSDAY | | | |
| FRIDAY | | | |
| SATURDAY | | | |

STUDENT'S SIGNATURE

PARENT'S SIGNATURE

# How Was Your Day?

| | I did not fight or argue | I shared things | I did not run in the hall or room | I helped clean up | I did not push in line |
|---|---|---|---|---|---|
| Monday | | | | | |
| Tuesday | | | | | |
| Wednesday | | | | | |
| Thursday | | | | | |
| Friday | | | | | |

Name: _____

Teacher's Notes...

# UNIT II
## Understanding Society

**PURPOSE:**

Rules, laws, and authority are essential for the establishment and maintenance of order. Compliance with rules, laws, and authority is often difficult because individuals perceive them as restrictions rather than means to safety and harmony. In this unit, emphasis is placed on understanding the necessity for rules, laws, and authority in order to promote more positive attitudes toward them. Better attitudes lead to greater acceptance and more willing compliance to reasonable rules, laws, and authority.

**OBJECTIVES:**

- The student will be able to give two reasons why rules are important.
- The student will be able to understand the meaning of authority.

RULES
ALL ABOUT RULES (inquiry)
Walking Safely (discussion)
Traffic Light Game (game)
Sing a Song of Safety (song)

AUTHORITY
AUTHORITY PICTURES (discrimination)
Friendly Officers (poem)
Police Officer Puzzle (art)*

*STUDENT WORKSHEET PROVIDED

# RULES

## ALL ABOUT RULES

*Purpose: To reinforce the concept of rules*

## DISCUSS:

1. Has anyone heard the word "rule"?
   Allow the students to respond with their own ideas of what the word "rule" means.
2. What is a rule?
   — A rule is a guide. It helps us to do something the right way.
   RULE: something written or said that tells us how to act
3. Where are rules?
   — Rules are everywhere (home, school, community) and are for everyone to follow.
4. What types of rules are there?
   - There are all types of rules. In school we have rules to help us solve arithmetic problems, to read and to spell. Mother cooks by rules called recipes. There are rules for good behavior, and there are rules that protect us (keep us safe) and help us to be good citizens.
5. Why do we need rules?
   — We need rules because they protect us and are important. There are certain things that we must not do and other things that we must do if we are to live and get along together in communities. Some of the most important rules for happy living are those that help protect our families, friends, and neighbors.
6. Who makes rules?
   — Rules are made by older people such as: parents, teachers, principals and babysitters. Everyone can help make rules.
7. Why should we follow rules?
   — If rules are broken, it may be dangerous or unsafe to ourselves and others. If a rule is broken, the person who breaks the rule will be punished.

**Following this discussion, let the students help develop a list of rules for the classroom. Discuss why these rules are important.** These rules may be illustrated and placed around the room for reinforcement.

— On other days, develop playground, cafeteria, bus, library, bathroom and hall rules.

- Invite a school bus driver to come to your class and discuss major problems, concerns and rules.

- Invite the principal to come in to talk about important school rules.

## Walking Safely

*Purpose: To review certain safety rules*

# DISCUSS:

What rules should we obey while walking?

— Obey all traffic signs and signals.
NOTE: Students may be confused as to whether to observe the pedestrian light or vehicle light when both lights are present. When both lights are present, use pedestrian light. Be sure to demonstrate either by taking them to real lights or by using models.
— Always walk on the left side of the street facing traffic when there are no sidewalks.
— Check the traffic in both directions and watch for turning cars before crossing the street.
— Cross streets only at corners or where crossing guards tell you.
— Walk with a friend or buddy when possible.
— Do not walk or play outside after dark.
— Do not play in deserted or out of the way places, such as deserted (empty) laundry rooms, storerooms, etc.
— Do not take shortcuts through dark alleys, deserted lots or buildings.
— Do not play at construction sites.

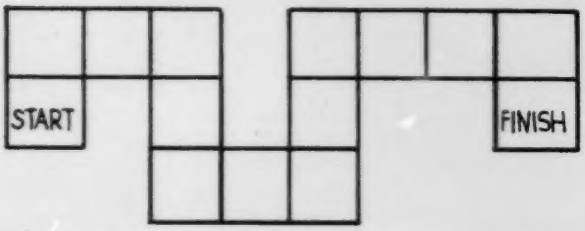
Invite a school crossing guard to visit your room and talk about good safety rules to follow while crossing the street.

## Traffic Light Game

*Purpose: To reinforce traffic light rules*

**Directions for making the game:**

1. Using chalk or masking tape make squares on the floor large enough for two students to stand in. (see illustration)




2. Make two spinners with red and green sections. (see illustration)

**Directions for playing the game:**

1. Place both students in the first block.
2. Give each student a spinner.
3. Take turns spinning. Advance one block if arrow stops on green. Do not advance if arrow stops on red.
4. The first one to the finish block wins the game.

## Sing a Song of Safety

*Purpose: To reinforce the workings of a traffic light*

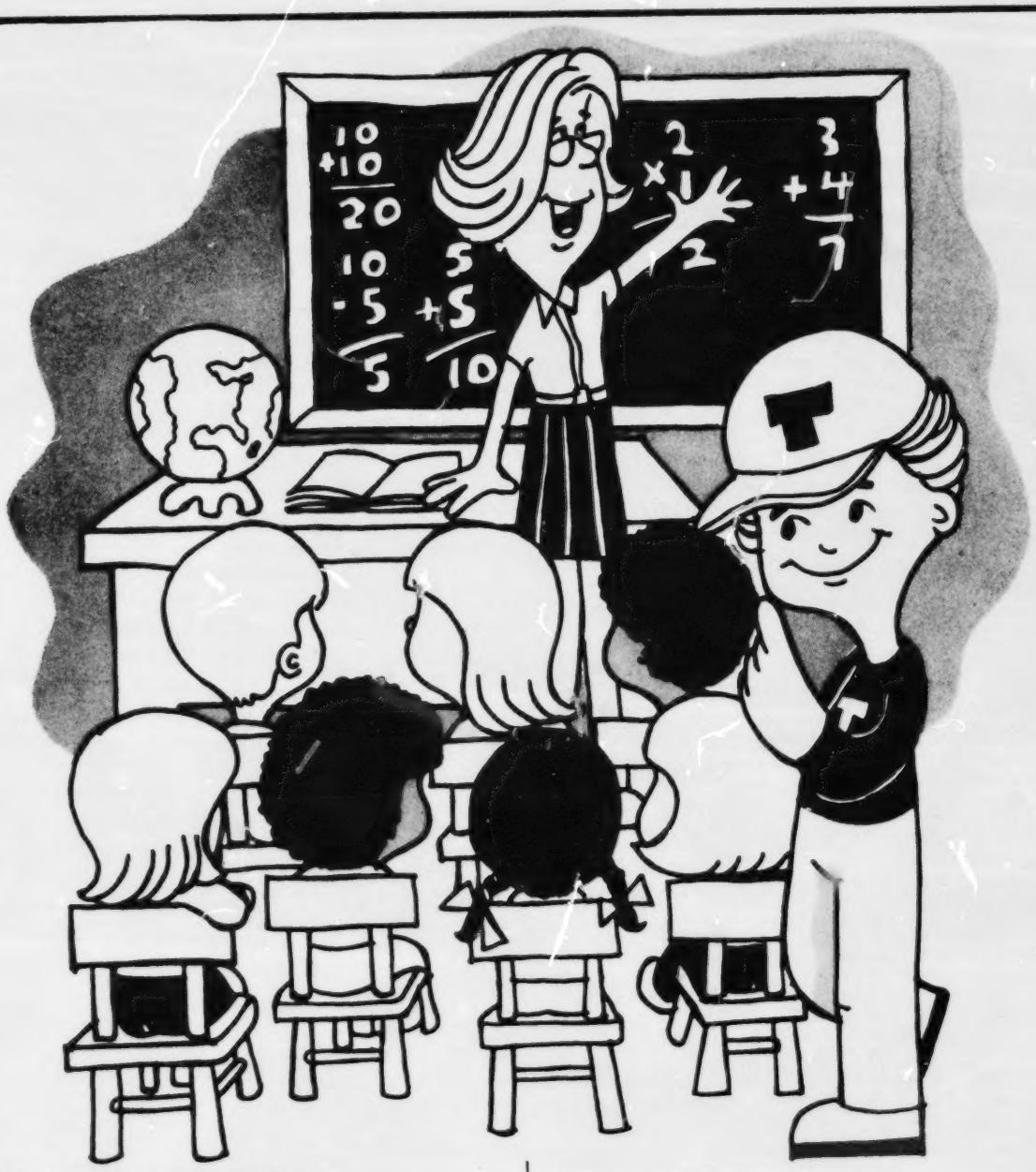
(Sing to the Tune of "Sing a Song of Sixpence.")
Sing a song of safety
As you walk to school.
Watching all the traffic,
Following every rule.

When you reach the corner,
Stop to watch the light.
*When the color turns to green,
To walk is now all right.

*Be sure the students understand that even though the light is green they should look both ways before crossing a street.

Teacher's Notes...

# AUTHORITY




## AUTHORITY PICTURES

*Purpose: To introduce the concept of authority*

## DISCUSS:

1. What does it mean when someone is in authority?
   AUTHORITY: being the boss, the leader; able to tell others what to do
2. Who is in authority in our classroom?
   — teacher
3. Who is in authority at home?
   — parents, grandmother, babysitter
4. Who is in authority on the school bus?
   — driver
5. Who is in authority at school?
   — principal, janitor, cooks, teachers

**Collect pictures depicting different authority situations**, e.g. parent/child, different aged children, children/pets, game situations (referee, umpire, captain), traffic signals, animal families, school situations such as child/teacher, teacher/principal. Make sure situations are included where students of your particular age group are the authority figures such as leading in a game or helping someone else.

## DISCUSS:

1. Who is the authority figure in each situation?
2. What might happen if no one were in authority?
3. How does the person feel who is not in authority? Why?

**With your students, make a list of the authority figures in your school. Divide the class into groups of four or five students. Give each group a large sheet of heavy wrapping paper. Each group selects an authority figure to draw. One student lies on his back, on the paper, and is traced. Then the group colors the figure to make a life-like representation of their authority figure (teacher, policeman, etc.). Groups should share their figures with the class and talk about the kind of authority they have. Hang the figures in the hall with the caption - WHO'S IN CHARGE?**

Authority figure puppets can be made for the activity above by using paper plates as the head and cloth as the body. A cardboard strip may be stapled to the back of the plate for a handle.

## Friendly Officers

*Purpose: To demonstrate the importance of law enforcement officers*

**Read the following poem to your students:**

We're your friendly police officers.
We help you every day.
Sometimes we help you cross the street
And show you on your way.

At night when you are fast asleep,
You need not feel alarm.
For officers are on the go
To keep you safe from harm.

## DISCUSS:

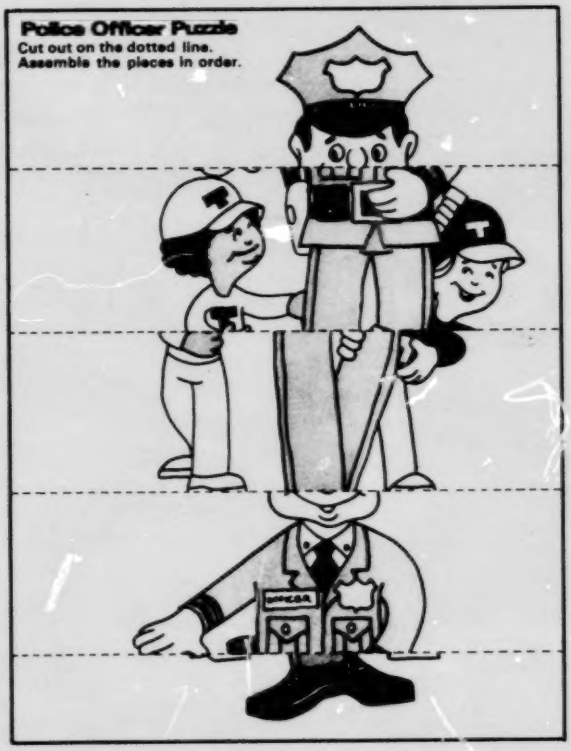
1. What were the jobs the police officers had in the poem?
2. What other types of jobs do police officers have?
   - direct traffic
   - help people cross the streets
   - hoid back crowds at parades
   - stop people who are driving too fast
   - help lost children find their way home
   - protect citizens' lives and property
   - give first aid at accidents and call ambulances
   - aid those in trouble
   - help recover lost or stolen items

Teacher's Notes...

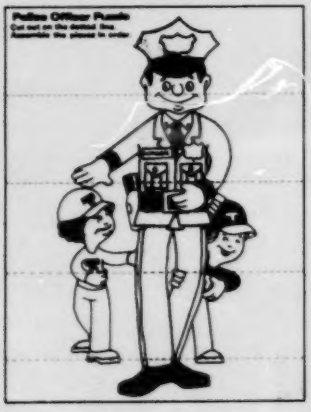
## Police Officer Puzzle

(STUDENT WORKSHEET Page 27)

*Purpose: To reinforce the image of a law enforcement officer as an authority figure*




**Distribute the worksheet and have students cut on the dotted lines. First, have students locate the top of the hat and the feet. Then assemble the middle pieces in order. After students have arranged their puzzles correctly, have them paste the puzzle together on another sheet of paper.** Uniforms may be colored.



Teacher's Notes...

*Teacher's Notes...*

# Police Officer Puzzle

**Cut out on the dotted line.**
**Assemble the pieces in order.**

STUDENT WORKSHEET

*Teacher's Notes...*

# UNIT III

## Understanding Safety and Crime Resistance

**PURPOSE:**

Every citizen has a responsibility to take protective measures against criminal activity. One way to reduce victimization is through the concept of crime resistance. CRIME RESISTANCE is an attitude which manifests itself when students and others accept greater responsibility to become less vulnerable to crime.

This unit helps students learn simple and safe procedures (protective strategies) for home, school and community.

**OBJECTIVES:**

- The student will be able to identify two stranger categories.
- The student will be able to make an emergency telephone call.

PROTECTIVE STRATEGIES
STRANGER DANGER (teacher information)
LET'S TALK ABOUT STRANGERS (discussion)
WHAT WOULD YOU DO IF...? (critical thinking)
Safely Rhymes (memorizing)
Lost Child (describing)

DIALING FOR HELP (telephoning)
Number Please! (art)

LOCK IT UP (cut and paste)*
Story Presentation (critical thinking)
Be Careful Club (motivation)

CHILD ABUSE AND NEGLECT (teacher information)
REDUCING VANDALISM (teacher information)

STUDENT WORKSHEET PROVIDED

# PROTECTIVE STRATEGIES

## STRANGER DANGER
### Teacher Information

*Purpose: To provide the teacher with background information related to youth and stranger involvement.*

Students should develop caution where strangers are concerned. Each student needs to know the basic signs of danger as well as techniques for dealing with situations encountered when alone. The definition of just who is a stranger may be approached through discussing who is not a stranger (immediate relatives, friends of the family and certain people in authority such as police, teachers, clergy, fire fighters, nurses, storekeepers, etc.). **Students should be made aware that many strangers are kind and need not be feared.** However, there are some strangers who act friendly, but who really intend to do harm. Students should be helped to feel confident that there is a way to deal with situations involving strangers. The teacher should try to clarify that students have no obligation to comply with requests from strangers other than those identified by their parents and teachers or persons recognized by uniforms as community helpers. The following concepts are important and appropriate for young students.

1. Most strangers act friendly, but there are some who are not our friends. Even adults cannot always tell friendly strangers from other strangers.
2. We should stay away from strangers until they are approved by our parent or teacher, a trusted authority, or whoever is in charge of us.
3. Friendly strangers offering gifts or candy are not to be considered as friends. Student's first reaction should be to leave the scene and go to a safe place. They should tell the nearest authority (teacher, friend, parent, police officer or babysitter).
4. Never accept rides from strangers, go near or get into their car for any reason. It is necessary that students learn to distinguish between rides offered by strangers, no matter how friendly.
   a. Refuse the ride, get away from the car and continue on your way.
   b. If the stranger keeps following, run or walk in the opposite direction of the car. The car cannot reverse direction easily.
   c. If still followed, run and yell to attract attention.
   d. Find a busy store or a house where someone you know lives.
   e. Later, with a friendly adult to help, report any such persistent follower to the police.
5. Students should never stop to speak to strangers even if they ask for directions. Discuss where students can find emergency help on the way to school with special reference to the immediate area. Encourage students to walk with a friend, but to take suitable precautions when walking alone. It should be emphasized that students should never get so near a stranger that they can be touched by them.
6. Students should know full name and address but never give them to a stranger. Students should understand that if they are lost and cannot find their way home, they need to look for help. The teacher should emphasize the kinds of people to look for in different situations when lost.
7. Students should always play or walk where they can be seen by other people or the person in charge. If possible, the student's route to school should not lead past abandoned buildings, woods or through vacant lots where they are cut off from public view. If such hazards are unavoidable, students should be encouraged to walk with friends and not to loiter. Shortcuts should be discouraged.
8. Never allow a stranger into your house. Students should be instructed if a stranger knocks on their door, they should not open the door, but run and get an adult or an older brother or sister to answer the door for them.

**NATIONAL CHILD SAFETY COUNCIL**

The National Child Safety Council has prepared pamphlets appropriate for all ages of children on dealing with strangers. Check your local phone directory or call your local law enforcement agency to obtain the phone number or name of the NCSC representative in your area. You may also write to:

**NATIONAL CHILD SAFETY COUNCIL**
3146 Francis Street
Jackson, Michigan 49203

## LET'S TALK ABOUT STRANGERS

*Purpose: To review knowledge about strangers*

**Ask your students to name some people they know.**

- immediate relatives
- friends of the family
- classmates
- certain people in authority such as: police officers, teachers, clergy, fire fighters, nurses, storekeepers, etc,

**Tell them these are not strangers.**

## DISCUSS:

1. Who are strangers?
   STRANGER: someone we do not know
   - a person you have never met before
   - a person whom you may see often, but do not know anything about e.g. ice cream man
   - a person whose name and address you do not know
   - a person your parents or teachers do not know
2. Are all strangers our friends?
   - no
3. Can we tell by the way a stranger acts or looks if he/she is our friend?
   - no
4. What should we do if a stranger comes up to us?
   - Do not talk to strangers.
   - Do not go near a stranger.
   - Do not accept gifts or rides from strangers.
   - Do not let a stranger into your home.
   - If a stranger wants to play with you, leave and go to a friendly adult.

- Never go into an empty room, building or strange house with a stranger.

5. What should you do, or where should you go, if a stranger bothers you?
   - Go where there are friendly adults.
   - If you are at school, go to your teacher or principal.
   - Run home or to a friend's house.
   - Go into a store and tell a clerk.
   - If a stranger is in a car, turn around and go in the opposite direction.
   - Run and yell as loud as you can. Attract attention by yelling "fire."
   - When you are in a safe place, find a friendly adult to help you report to the police. Try to remember as much as you can about the stranger.
   - Always be sure to tell your parents if a stranger bothers you.

— Students could draw pictures depicting rules for dealing with strangers and compile them into a "Stranger Danger" book. Pictures could be judged as a poster contest.

— Students could print rules for dealing with strangers on tagboard and place them around the school or have them announced on the P.A. system — "Tip for the day."

## WHAT WOULD YOU DO IF...?

*Purpose: To reinforce responsible behavior in dealing with strangers*

**After reviewing the guide lines from the previous activity, have students in groups of two role play the following situations:**

- A stranger asks you to get into a car.
- A stranger knocks on your door and you are alone.
- A stranger offers you candy or gifts.
- A stranger wants you to come into a house.
- A stranger says, "Your mother sent me to pick you up."
- A stranger bothers you in the movies.

In some of these situations have the stranger be a community helper.

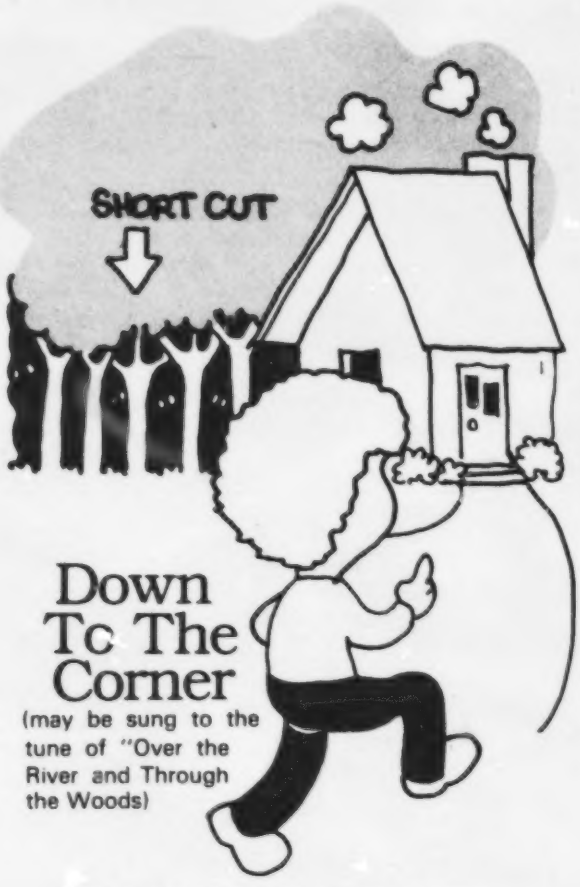
## Safety Rhymes

*Purpose: To reinforce concept of stranger danger*

**Read or have your students memorize the following rhymes.**

### Little Miss Mable

Little Miss Mable
In a park at a table
Was eating some chocolate ice cream.
Along came a stranger.
She knew there was danger
So away she fled with a scream.




# Down To The Corner

(may be sung to the tune of "Over the River and Through the Woods)

Down to the corner and across the street
To a good friend's house to play
That shortcut you know
Is dangerous to go
On the sidewalk you should stay.

Down to the corner and across the street
To buy a chocolate shake
With strangers today
You must not play
And gifts from them don't take.

## Lost Child

*Purpose: To develop the ability to describe individuals*

**Seat students in a circle or in a way all students can see each other. The teacher pretends she is a mother and calls one of the students pretending the student is a policeman. (Use play phones.) The "policeman" answers the "mother's " call. The "mother" reports that her child is lost and asks for help. The "policeman" asks the "mother" to describe the lost child. The "mother" chooses another student and without naming describes the student (clothes, hair, shoes, etc.). The "policeman" looks around the room and identifies the lost child. The "policeman" takes the child to the "mother."** After students have learned the game well, a student may play the part of the "mother." To make the game more complicated "lose" several children (or articles) at the same time.

## Dialing For Help

*Purpose: To give practice in emergency telephone use*

# DISCUSS:

Do you know how to ask for help?

1. Dial "O" for operator.
2. Talk slowly and loud.
3. Tell the operator who you want (police, fire department, etc.)
4. When the operator gets the person you want:
   a. Talk slowly and loud.
   b. Give your name and address.
   c. Tell why you need help.
   d. Listen and do what you are told to do.
   e. Do not hang up until you are told to do so.

**Give students an opportunity to practice emergency calling** (use real or play phones). **The teacher should play the role of operator and policeman or fireman. Use the following circumstances:**

- You are at home with mother and she falls, gets hurt and can not get up.
- You see smoke filling up your home. (Remind students to leave the house immediately and call from a neighbor's.)
- Suggest other appropriate circumstances. (Permit students to play the role of operator, fireman and policeman after the teacher has gone through several calls.)

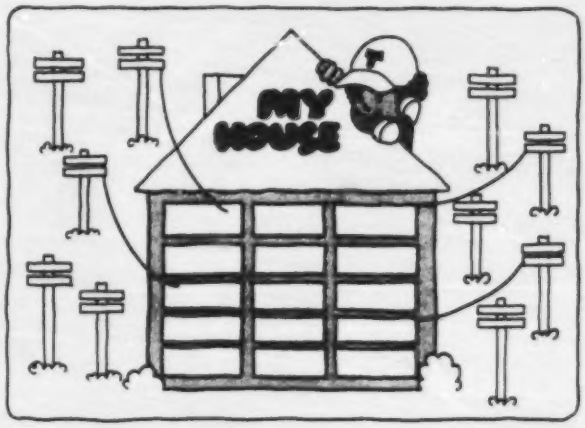
Be sure your students understand that telephones are not toys and should be used only with parent's permission or in case of emergency.

## Number Please!

*Purpose: To reinforce knowledge of addresses and telephone numbers*

**Construct a large house on a bulletin board. Place several telephone poles** (tissue or paper towel cores) **around the house.**

**Review student addresses and telephone numbers. As students learn to recite addresses, they may place names and addresses on the house. When they learn their telephone numbers, they may place a telephone line** (string or yarn) **from address to a telephone pole.**



## LOCK IT UP
(STUDENT WORKSHEET Page 41)

*Purpose: To introduce basic security measures*

**Obtain a large picture of a house.**

## DISCUSS:

1. Why do we use locks?
2. Where do you have locks at home? at school?
3. If this picture were your house, show me where you would have locks.

**Distribute the worksheet to students. Have students cut out the locks and paste them in the places that need locks.**

1. What do we use to lock and unlock locks?
2. Where should we keep the key?
   - Keep your key with you at all times.
   - Never wear keys on the outside of your clothes.
   - Leave a key with your neighbor.
   - If you must leave a key outside, hide it some place so that anyone from the road cannot see you hiding it. (e.g. in the back of the house but not in an obvious place like under the doormat)
3. If you came home alone and found your front door unlocked, what should you do?
   - Do not go in.
   - Go to a neighbor's and call your parent or ask your neighbor to call the police.

*Teacher's Notes...*

## Story Presentation

*Purpose: To emphasize safety measures*

**Have students tell or dramatize one of the following stories or illustrate the story on a flannel board.**

a)"Goldilocks and the Three Bears"
b)"Little Red Riding Hood"

**After the story has been refreshed in the students' minds, have the students tell what the characters did wrong about protecting their house and themselves.**

**Goldilocks And The Three Bears**

- The three bears should have locked their doors and windows when they went for their walk.
- Goldilocks should not have been playing alone so far away from home.
- Goldilocks should not have entered a stranger's house.
- Goldilocks should not have eaten the strangers' food.
- The three bears should not have gone in the house when they saw someone had been there. They should have gone to a neighbor's house to call the police.
- Goldilocks did the right thing by running away when she woke up and saw the strangers.
- If the neighbors had seen Goldilocks entering the bears' house, they should have reported it to the police.

**Little Red Riding Hood**

- Little Red Riding Hood should not have walked alone through the woods.
- Little Red Riding Hood should not have talked to the stranger or told him where she was going.
- Grandmother should have had her door locked when she was alone.
- Grandmother should have checked to see who was there before she said, "Come in."
- Little Red Riding Hood should have left as soon as she saw how strange her "grandmother" looked and acted. Then, she should have gotten help.
- Little Red Riding Hood did the right thing when she screamed.
- The woodsman did the right thing when he heard the call for help and went to the rescue.

Adapted: The Child's Keys to Crime Prevention. (Wichita Falls, Texas: Region IX Education Service Center, 1975) p. 171.

## Be Careful Club

*Purpose: To provide a reward for students demonstrating good safety rules*

**Organize a "Be Careful Club." Ask students to report classmates whom they have seen following a safety rule carefully. Make a chart titled, "Club Members Who Make Us Proud." When a student's name has been put on the chart, list the reason for this honor after the name.** The badge below may be reproduced and used as a reward for each new club member.

## CHILD ABUSE AND NEGLECT Teacher Information

*Purpose: To encourage teachers and others to report suspected child abuse and neglect*

Child abuse and neglect are serious and growing problems in today's society. More and more states are requiring, under penalty of law, that alleged abuse and neglect cases be reported by certain professionals. It is extremely important for teachers to have information about child abuse and neglect.

It is highly recommended that teachers become familiar with local policies and regulations and fully understand obligations.

The intent of the information furnished below is to offer teachers general direction. Check with your immediate supervisor to determine specifics for your locality.

What is an abused or neglected child?

"Abused or neglected child" shall mean any child less than eighteen years of age whose parents or other person responsible for his/her care:

1. creates or inflicts, threatens to inflict, or allows to be created or inflicted upon such child a physical or mental injury by other than accidental means, or creates substantial risk of death, disfigurement, impairment of bodily or mental functions;
2. neglects or refuses to provide necessary care for his health; provided, however, that no child who in good faith is under treatment solely by spiritual means through prayer in accordance with the tenets and practices of a recognized church or religious denomination shall for that reason alone be considered to be an abused or neglected child.
3. abandons such child; or
4. commits or allows to be committed any sexual act upon a child in violation of the law.

Code of Virginia, Title 63.1, Chapter 12.1, Section 63.1 - 248.1 - 63.1 -248.17 (1975 Revised)

What are some identifying signs of possible abuse?

1. bruises, abrasions, old-healed lesions, burns, scalding
2. evidence of dislocations, fractures
3. unexplained injuries
4. shows evidence of dehydration and/or malnutrition without obvious cause
5. unusual fearfulness
6. repeated injuries
7. evidence of sexual abuse

What are some identifying signs of possible neglect?

1. malnourished, ill clad, dirty
2. ill and lacking essential medical care
3. denied normal experiences that produce feelings of being loved, wanted, secure and worthy (emotional neglect)
4. failing to attend school regularly
5. constantly tired, "run-down" - possibly exploited or overworked
6. emotionally disturbed due to constant friction in the home, marital discord, mentally ill parents
7. exposed to unwholesome and demoralizing circumstances - e.g. excessive drinking and/or drunkenness

Who reports alleged cases of abuse or neglect?

1. Any person who witnesses or suspects child abuse or neglect should report the incident.
2. Certain professionals are required by law, under penalty, to report alleged cases of abuse and neglect (i.e. doctors, nurses, teachers).

To whom should reports be made?

If you are a teacher, make your report to school authorities.

There is a Child Abuse Center in most cities and states. Anyone who suspects child abuse is taking place should contact this center. You DO NOT have to give your name, only the location and the abuse which you think has occurred.

## REDUCING VANDALISM
## Teacher Information

*Purpose: To promote student participation in reducing vandalism*

Vandalism is an ugly and growing problem. Few school buildings and other public buildings completely escape the vandal's mark.

The reasons why people vandalize are many and complex. However, the sources of vandalism are not so complex. Many acts of vandalism are committed by those who have developed negative attitudes toward rules, laws and authority. Vandalism is one way to "strike back." Through peer pressures and other inducements, casual acts of vandalism become more commonplace and occur with more frequency.

One way to reduce the ill effects of vandalism is to give students a stake in setting the conditions of their environment. When given a choice, young students will generally choose cleanliness and order over unkempt conditions. People generally conform to the conditions around them. If things are disorderly, people feel no need to be orderly. If, on the other hand, cleanliness and orderliness prevail, one is likely to feel a need to maintain that condition.

When a school activity gives students a stake in promoting cleanliness and orderliness, acts of vandalism will likely decrease. Active and continuous participation at every grade level will promote positive attitudes toward cleanliness and orderliness. As more positive attitudes are nourished and developed, they are likely to transfer to home and community.

## DISCUSS:

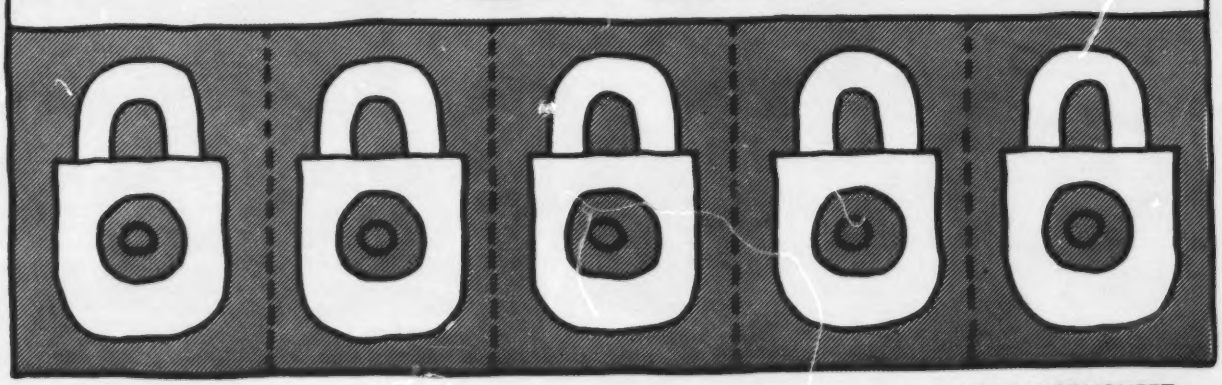
(Adapt terminology to students' age and maturity levels.)

1. Do you like things around you to be clean or dirty? How does it make you feel when things are dirty? clean?
2. What are some improvements we can make in our room? school building? grounds?
3. How can we make sure each of us does the things necessary to keep things clean and orderly? (The last two minutes of each day devoted to cleaning and organizing the room will afford consistency and perpetuate positive attitudes.)

Teacher's Notes...

# Lock It Up

Name _____



STUDENT WORKSHEET

Teacher's Notes...

# Supplementary Materials

# UNIT I

## Student Reading List

Beim, Lorraine and Jerrold Beim, **Two Is a Team.** New York: Harcourt, Brace and Jonvanovich, 1954. (responsibility and cooperation)

Bonsall, Crosby, **Mine's the Best.**New York: Harper-Row, 1973. (feelings)

Brenner, Barbara, **Faces.** Toronto: Clarke, Irwin and Company, Limited, 1970. (individual differences)

Cohen, Miriam, **The New Teacher.** Riverside, N.J.: McMillan Press, 1971. (class discipline)

Cohen, Miriam, **Tough Jim.** Riverside, N.J.: McMillan Press 1974. (bullies)

Gibson, Myra T., **What is Your Favorite Thing to Touch?** New York: Grossett and Dunlap, 1965. (individual differences)

Hamada, Hirosuk, **Little Mouse That Tarried.** New York: Parents' Magazine Press, 1971. (consequences)

Hamada, Hirosuke, **The Tears of the Dragon.** New York:
Parents' Magazine Press, 1967. (individual differences)

Hoban, Russell, **Best Friends for Frances.**New York: Harper, Row Publishers, 1969. (conflict)

Simon, Norma, **I Was So Mad.** Chicago: Albert Whitman and Company, 1974. (anger)

Voirst, Judith, **Alexander and the Terrible, Horrible, No Good, Very Bad Day.** New York: Atheneum Publishing Company, 1972. (consequences)

# UNIT II

## Student Reading List

Brown, David, **Someone Always Needs a Policeman.** New York: Messner, 1972. (roles of a police officer)

Leaf, Munro, **Fair Play.** New York: J.B. Lippincott, 1958. (necessity for rules)

## Films and Filmstrips

*SCHOOL BUS SAFETY AND COURTESY*
— 16mm — 15 min. — Oxford Films — 1974

This film is designed to develop positive attitudes toward school bus safety rules. It discusses riding and pedestrian safety, respect for private and public property, and respect for authority.

## DISCUSS

1. What needs to be done on your bus and at your bus stop to make it safer for you?
2. How should you dress in bad weather so that you can be seen while walking?
3. When you get off the bus, should you walk in front or behind the bus? Why?
4. What are some rules we should follow while riding the bus?

## SUGGESTED ACTIVITIES:

1. Make up some more verses to the song "The Wheels on the Bus."
2. Invite a bus driver to come in to discuss major problems and concerns.
3. Have students cut out a school bus and put their bus number on it to help them remember which bus they ride.

# UNIT III

## Student Reading List

Joyce, Irma, **Never Talk to Strangers.** Racine, Wisconsin: Western Publishing Company, Inc., 1957. (stranger danger)

Leaf, Munro, **Safety Can Be Fun.** New York: J.B. Lippincott, 1961. (necessity for safety rules)

## Films and Filmstrips

*SHORTCUT TO TROUBLE*
— Careful With Strangers Series — filmstrip — 14 min.
Walt Disney Educational Media Company — 1975

Timothy Mouse introduces himself and two of his friends who are making the terrible mistake of ignoring a "No Trespassing" sign to take a shortcut through a flood control channel. When they have a close call with a dangerous stranger, Timothy explains why sticking to safe routes is so important. He lists a number of typical danger spots and urges the viewers to think of similar areas in their own locale. Timothy talks about the problem of seemingly deserted areas, like beaches or public restrooms, and urges children to stick with friends their own age and to play in well-populated areas. He points out that construction areas are particularly dangerous and urges the use of the buddy system as protection.

### *SIZING UP STRANGERS*

— Careful With Strangers Series — filmstrip — 10 min.
Walt Disney Educational Media Company — 1975

Some of the typical ploys used by strangers to lure children away are shown. Timothy explains why children should never take money or gifts or accept rides from strangers. He points out that "checking with mother first" is always the best idea. He urges children to tell their parents when they have been approached so that the police can be alerted and other children protected. Timothy relates the story of Jimmy, who was offered help by a friendly, grandfatherly-looking man when his bicycle chain broke. Jimmy remember to be smart about **all** strangers and thus avoided a possible problem. Timothy explains that even when strangers claim they are family friends, children should not go with them. He emphasizes that it is not "babyish", but "grown up" to practice safety. If a child sees a friend forgetting, he or she should intervene, caution the friend about going with strangers, note license numbers and report immediately to parents or authorities.

### *ON THE ALERT*

— Careful With Strangers Series — filmstrip — 14 min.
Disney Educational Media Company — 1975

Preparedness as a way to avoid problems with strangers is emphasized. Timothy Mouse explains the value of the buddy system in preventing dangerous encounters. He urges children to notice details, write down license numbers, and inform adults when people or events don't fit the usual neighborhood pattern. Timothy shows children how to cope with the dangerous phone call when home alone. He emphasizes keeping doors locked and emergency numbers handy, and knowing a neighbor who can give help. The final episode examines the ploy of getting a child to drop his usual caution because he believes a stranger has been sent by a parent to take him somewhere. Timothy cautions that compliance should only come AFTER the truth has been verified.

## SUGGESTED ACTIVITY:

### *WRITE TO TIMOTHY*

Have the students compose a class letter or individual letters to Timothy Mouse telling him what they have learned about being careful with strangers. The letter can be addressed to:

Mr. T. Mouse
Walt Disney Educational Media Company
800 Sonora Avenue
Glendale, California 91201

Timothy will reply within about three weeks with a letter and possibly a present.

## Film Distributors

**OXFORD FILMS**
1136 N. Las Palmas Avenue
Los Angeles, California 90038
**WALT DISNEY EDUCATIONAL MEDIA COMPANY**
800 Sonora Avenue
Glendale, California 91201

# Glossary

**BOLD PRINT** — indicates teacher definition
light print — indicates a simplified student definition

**AUTHORITY** —**POWER OR ABILITY TO INFLUENCE OTHERS' BEHAVIOR**
—being the boss, leader; able to tell others what to do

**CONFLICT** —**OPPOSING BELIEFS, INTERESTS, OR ACTIONS**
—a problem to be solved either with self or others

**CRIME** —**AN ACT IN VIOLATION OF THE LAW**
—breaking the law

**FEELING** —**AN ATTITUDE OR EMOTION TOWARD SOMEONE OR SOMETHING**
—what we believe or think about someone or something

**RESPONSIBLE** —**RELIABLE, TRUSTWORTHY**
—carrying out a job or doing what you are expected to do

**RULE** —**SOMETHING WRITTEN OR SAID WHICH TELLS US HOW TO ACT**
—something written or said which tells us how to act

**SAFETY** —**PROCESS OF REDUCING OR AVOIDING VICTIMIZATION**
—keeping away from places or people that will harm us
—acting so we will not get hurt

**STRANGER** —**SOMEONE WE DO NOT KNOW**
—someone we do not know

**TIP** —**AN ITEM OF HELPFUL INFORMATION**
—a hint told to someone to help

**VANDALISM** —**DELIBERATELY DESTROYING PROPERTY**
—deliberately destroying property